



# Reading Strategy

The more you read, the more you know;  
The more you learn, the more places you'll go.

*Imagine... Believe... Achieve*

Reading is at the heart of our curriculum; being able to read is one of the most important life skills required for any individual, therefore we ensure that it is a primary focus of our curriculum from Early Years to Year 6. Not only does this include fluency and good comprehension, but also the development of reading for pleasure so that our children flourish into life-long readers. Research links reading not only to academic success, but also success into adulthood and to good mental health – by sowing the seeds of ‘good reading’ now, we are building a strong foundation for our children as they continue to grow and learn.

**Within our broader English Curriculum planning, our intent for reading is clear:**

- Credible, rich, engaging texts from a range of genres are the key driver for the English Curriculum, which promote a love of reading and act as excellent models for language, cultural broadening and confidence.
- Children become fluent and age appropriate readers across Early Years and Key Stage 1 to enable them to access and comprehend all that Key Stage 2 has to offer, including the continued development of a growing vocabulary.
- Children reach the expected standard in Year 1 phonics with word reading fluency being the primary driver of the Year 1 Reading Curriculum, enabling them to gain greater comprehension skills across Year 2 and beyond.

**Phonics**

We are resolute that only children with specific special educational needs cannot learn the phonetic code; therefore we expect almost all children to learn to read through clear and progressive phonics teaching.

Our phonics teaching is intensive, and follows the programme of ‘Little Wandle Letters and Sounds Revised’. We begin teaching the foundations for phonics to our children in Nursery through play, rhyme, circle time, group activities and various innate opportunities throughout the session via oral segmentation.

Direct phonics teaching starts after the first two weeks in which children enter Reception in September. As our children enter from a range of different provisions – and some have no prior experience of an educational or childcare setting – we continue to teach the foundations for phonics alongside Phase 2. We also teach the initial sounds of Phase 2 in two cycles across the first half term to ensure learning ‘sticks’ and there is an incredibly strong foundation for further reading success.

In order to ensure that staff deliver high quality, purposeful and well-structured phonics teaching, all teachers and teaching assistants in every year group are trained in early reading; this includes the specific Little Wandle training for the effective delivery of the SSP. Not only do new members of staff receive this phonics training, regardless of what time of

the academic year they join the school, but existing members receive regular updates and refresher training through the Little Wandle portal and through our own reading leaders within school. We also provide training for any volunteer readers to ensure that the support they provide is in line with our school approach and directly promotes the application and consolidation of what has been learnt.

Further to this, we ensure that the books children are given to read at home are directly matched to the sounds which have been taught in school so that children do not encounter words which they cannot decode; this is through the 'Little Wandle Letters and Sounds Revised' scheme. As children become more confident readers, carefully chosen books also include 'common exception words' which children have been taught.



We expect children to read *at least* three times per week at home, which should be recorded in their individual reading diary. The lowest 20%, children who do not read at home and those who are identified as at risk of not making expected progress will be provided with additional reading opportunities with an adult in school.

Children in Nursery also have 'nursery rhyme packs' sent home each half term – which include a nursery rhyme and role play resources – to develop a love of reading and to develop parent partnerships in looking after resources and engaging positively with their child in relation to reading.

Parents are provided with training and support across the year as to how they can effectively support their children at home.





## **Phonics Teaching Approach**

It is vital that the teaching of Phonics is systematic and the expectations are clear. Of the 26 letters and 44 phonemes there are approximately 140 different letter combinations which children need to learn to become fluent readers. To ensure the effective teaching of Phonics, our approach includes the following:

- Fidelity to our chosen SSP (Little Wandle Letters and Sounds Revised) and consistency across teaching.
- A key focus on oral blending in Early Years to promote and secure phonological awareness.
- Any extra support an individual requires to 'catch up' is prioritised between sessions to ensure that learning gaps do not appear nor widen over time.
- The teacher is responsible for the teaching of phonics to all children; well qualified teaching assistants support the teaching and intervention, but the teacher has responsibility for the learning of all children.
- Children's growing phonics knowledge is closely assessed and tracked through the gap analysis/heat maps to ensure clarity in their strengths and areas for development. Home reading books are matched accordingly.
- Children apply new sounds learnt straight after being exposed to them, ensuring strong links are forged between phonics, spelling and letter formation.
- Phonics teaching includes high frequency words and common exception words to develop children's sight vocabulary.
- Children develop fluency in reading over time through secure phonics knowledge and good sight vocabulary so that they do not have to solely rely on decoding, preventing them from 'losing the flow' of a sentence. This is further strengthened through reading groups which focus upon application of phonics, reading with prosody and comprehension skills.
- Phonics learning is strongest alongside parental partnership, therefore all children are provided with the resources they need to practise at home. Parent workshops and support are provided all year round.
- From Year 1, children are provided with additional daily spelling lessons as we understand that 'phonics for reading' and 'phonics for spelling' are two different but intertwined skills. The Lingfield Education Trust 'Spelling Bee' programme is used to promote good progress in spelling.

## Phonics Year Group Expectations

**Reception** - The end of year expectation for children's phonics ability is to be secure in Phase 4 at the end of Reception. Staff provide children with wide and varied opportunities to play with and explore sounds whilst developing core listening and sound discrimination skills which are imperative for reading and writing success. As part of the Lingfield Education Trust, we further use the 'Trust Ready' Curriculum for the Reading Early Learning Goal to set clear expectations.

			
<b>Early Learning Goal   Reading</b>		<b>Exceeding the Early Learning Goal   Reading</b>	
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.		Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	
<b>Trust Indicators of Success:</b>		<b>Trust Indicators of Success:</b>	
<ul style="list-style-type: none"><li>✓ To decode words using their phonic knowledge - from phase 2 &amp; 3 'Letters and Sounds' or equivalent</li><li>✓ To read some common exception words* - from phase 2 &amp; 3 'Letters and Sounds' or equivalent <b>on sight</b></li><li>✓ To read simple sentences - from phase 2 &amp; 3 'Letters and Sounds' or equivalent</li><li>✓ To understand simple sentences - from phase 2 &amp; 3 'Letters and Sounds' or equivalent</li><li>✓ They demonstrate understanding when talking with others about what they have read. For example, name of characters, where the story is set, what happened in the story.</li><li>✓ To talk about what they have read</li></ul>		<ul style="list-style-type: none"><li>✓ To read words of more than 1 syllable</li><li>✓ To read many common exception words*</li><li>✓ To describe the main events in stories they have read</li><li>✓ To be able to answer questions about a story and discuss characters' feelings and why you might think that</li></ul>	
<b>'Trust Ready' for Year 1: Reading</b>			
In addition to achieving the Early Learning Goal, we aspire for all of our children to be able to, be entitled to, or experience:			
<ul style="list-style-type: none"><li>✓ To ensure children access <b>FIVE A DAY (stories, poems, raps, rhymes, nursery rhymes, tongue twisters, songs)</b></li><li>✓ Trust schools to use lollipop stick to show how many of these the children have accessed over the day</li><li>✓ Knows how to hold and handle a book, turning pages and knows key parts of a book, title, cover, author, illustrator, contents page</li><li>✓ To choose and read a range of books independently to read for pleasure</li><li>✓ To decode words using their phonic knowledge - from phase 3 &amp; 4 'Letters and Sounds' or equivalent</li><li>✓ To read some common exception words - from phase 3 &amp; 4 'Letters and Sounds' or equivalent</li><li>✓ To read simple sentences - from phase 3 &amp; 4 'Letters and Sounds' or equivalent</li></ul>		<ul style="list-style-type: none"><li>✓ To understand simple sentences - from phase 3 &amp; 4 'Letters and Sounds' or equivalent</li><li>✓ To read common exception words by sight</li><li>✓ To use expression in reading, addressing the punctuation in sentences, commas, full stops, questions and exclamation marks, changing their voice for dialogue</li><li>✓ Beginning to read and identify nonsense words linked to the phonics test (year 1)</li><li>✓ Can re-tell a familiar story</li><li>✓ Can make simple predictions, for example, what the book might be about from the title, how the story might develop and how the story might end</li><li>✓ Can answer simple questions about a text orally and possibly in shared or independent writing</li><li>✓ Children are introduced to dictionaries, sound and word mats as a tool to support independence</li></ul>	

**Year 1** – After a brief review of previous learning, children are expected to begin Phase 5 at the start of Year 1 with an end of year aspiration of being fully secure in all Phonics phases alongside passing the Phonics Screening Check. Aspects of the National Curriculum spelling expectations are also covered through the Lingfield Education Trust 'Spelling Bee' programme. Children become fluent in their reading through direct teaching, reading groups and targeted intervention.

**Year 2** - Children are expected to enter Year 2 secure in all Phonics Phases, which is strengthened through consolidation and deepening of all previous learning and developed alongside grammar work in the teaching of aspects such as prefixes and suffixes that are outlined within the National Curriculum spelling expectations. The Lingfield Education Trust 'Spelling Bee' programme is used to further promote the use of phonics for spelling. Teaching shifts further towards automaticity and more developed comprehension skills.

## Progression in Fluency

In order to become fluent readers, children must master the appropriate phonic sounds detailed in the phonics overview. However, in order to continue to develop as fluent readers, word-reading skills (as outlined in the National Curriculum) are taught in every year group.

For children who did not pass the Phonic Screening Check in KS1 it is vital that intensive decoding work continues. Children who commence Key Stage 2 unable to meet the demands of the Phonic Screening Check may not be able to access age appropriate texts within the English and wider curriculum, and this must be catered for appropriately across the full curriculum alongside intensive phonic intervention.

## Wider Reading Across the School

For children to grow into lifelong readers, teaching must extend beyond Phonics: fluency, comprehension, inference, an understanding of language, a widened vocabulary and good reading habits are essential ingredients for successful reading in its truest form. To achieve this, real books are at the heart of our curriculum; each class enjoys dedicated daily STAR time (Sit Together and Read); and children have access to additional opportunities such as regular use of our school library, celebration days, author events and outdoor reading areas. The value of reading as a shared experience is given high priority.



This begins in the Early Years, where we ensure that children experience *at least* five language-rich experiences every day (for example stories, non-fiction books, rhymes or songs). In Nursery, children borrow nursery rhyme packs with accompanying role play resources to initiate a love of reading to promote parental engagement. Across the Reception year, children have the 'homework' task of reading their reading books and practising sounds in isolation in addition to blending. In combination, this develops each child's understanding of story, rhyme, performance, vocabulary and background knowledge.

High quality books and texts form the core of the English curriculum, creating an immersive and joined-up learning experience which develops both reading and vocabulary. Children experience the explicit teaching of reading primarily through whole class reading sessions, which explore texts in detail and develop specific reading skills (as outlined in the Trust's Reading Standards).

To continually develop reading for pleasure, each classroom has a dedicated space to provide children with a range of books – a selection of both fiction and non-fiction – that provide children the opportunity to explore genres, styles and formats and to develop their own personal preferences. This is in addition to access to our school library.



## Lesson Structure

In Year 1, the Little Wandle Letters and Sounds Reading Groups continuously teach fluency and prosody followed by comprehension skills.

In Year 2, to ensure effective and long-lasting bridging from Phonics to fluent reading and comprehension, the Little Wandle Fluency programme forms the core of Reading lessons. Alongside this, carefully chosen class texts are used to promote holistic comprehension.

Across KS2, whole class reading is the core approach to teaching reading comprehension skills. The structure for Reading lessons ensures that children have the opportunity to develop all of the appropriate reading knowledge through careful and thorough modelling, shared practice and independent application. Teachers demonstrate that reading skills are cumulative and do not exist in isolation.

Different question stems and question formats are used to promote various forms of thinking and ways of responding to a text; this includes the opportunity for children to discuss and debate key content, strengthening their understanding and securing well-thought out responses both orally and in writing.

## Year 2 Weekly Reading Lesson Overview

<b>Year 2</b>	
<b>Day</b>	<b>Focus</b>
Monday	- Little Wandle Fluency
Tuesday	- Little Wandle Fluency
Wednesday	- Class text comprehension focus, including vocabulary exploration, retrieval skills and simple inference.
Thursday	- Little Wandle Fluency
Friday	- Class text comprehension focus, including vocabulary exploration, retrieval skills and simple inference.



## KS2 Weekly Reading Lesson Overview

Within and across sessions, the Reading lesson design includes:

Orientation	<ul style="list-style-type: none"><li>• Introduce/remind children about the text type/book/author and any contextual information.</li><li>• Activate prior knowledge to support access and understanding of the text.</li><li>• Review the character/setting/plot from prior reading.</li></ul>
Vocabulary building	<ul style="list-style-type: none"><li>• Discuss/explore key vocabulary from the section of the text that children may be unfamiliar with.</li><li>• Use of dictionary/thesaurus.</li><li>• Model the use of new vocabulary orally, and encourage children to use in own sentences.</li></ul>
Fluency building	<ul style="list-style-type: none"><li>• Model reading aloud to the children.</li><li>• Choral reading.</li><li>• Echo reading.</li><li>• Contiguous reading.</li><li>• Paired reading.</li><li>• Re-reading.</li></ul>
Teacher modelling ("I do...")	<ul style="list-style-type: none"><li>• Activities/tasks are selected in regards to what the text lends itself to and in response to continuous assessment for learning and assessment of learning.</li><li>• Triangulation of the <i>Trust Reading Standards/Reading Framework</i>, the school <i>Recording Understanding in Reading Comprehension</i> document and ongoing assessment of children's developing skills.</li><li>• Direct modelling of reading skills.</li></ul>
Shared practice ("We do...")	<ul style="list-style-type: none"><li>• Activities/tasks reflect that which has been modelled by the teacher.</li><li>• Children have the opportunity to deepen their knowledge by completing a whole class activity, beginning to apply the skills modelled to them with prompt feedback from the teacher to guide children through the process, establishing a strong mental model of the text and appropriate approaches.</li></ul>
Independent application ("You do...")	<ul style="list-style-type: none"><li>• Activities/tasks reflect that which has been modelled by the teacher.</li><li>• Children have the opportunity to further deepen their knowledge through independent, paired or group tasks, developing security in applying the skills modelled to them.</li><li>• Adults 'work the classroom' to support children through the process, intervening effectively to address misconceptions and provide appropriate support and challenge as required to promote good progress.</li></ul>

## Supporting the Lowest 20%

Specific support is provided to the lowest 20% of children in regards to reading attainment to promote rapid and sustained progress to allow them to catch up and then keep up with their peers. This support includes:

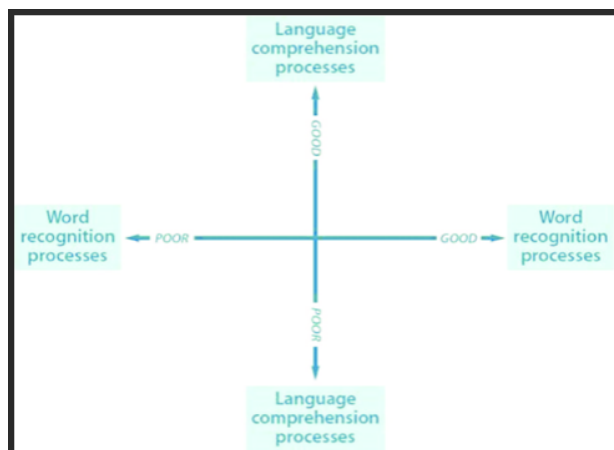
- reading with an adult on a daily basis;
- Phonics support and intervention;
- Little Wandle Fluency support in KS2 to develop both fluency and understanding;
- Little Wandle SEND support to further secure decoding, fluency and understanding;
- pre-teaching of tier 2 and tier 3 vocabulary.

## Assessing Reading

We continually assess children's reading throughout school – not only in terms of phonic sounds, but global reading skills – using a combination of the Little Wandle Letters and Sounds Revised assessment resources in EY/KS1, the Trust's Reading Standards and Reading Framework across school, fluency and comprehension assessments and also the NFER KS2 Reading tests in KS2. This provides staff with a wealth of information regarding reading age, comprehension ability, standardised scores and specific areas of strength and development for each individual child - and enables teachers to target support effectively through quality first teaching in the correct area. In line with the 'simple view of reading', support may be targeted towards decoding/fluency or comprehension.

In some instances, where children are not making sufficient progress and a gap is apparent (eg. as a result of a specific special educational need), this assessment information will be used to inform effective intervention. Again, in line with the 'simple view of reading', intervention may be targeted towards decoding/fluency or comprehension. The impact of intervention is closely monitored to evaluate the progress being made and to determine 'next steps'. Any extra support an individual requires to 'catch up' is prioritised between sessions to ensure that further learning gaps do not appear nor widen over time, and the teacher is responsible for the teaching of reading to all children; well qualified teaching assistants support the teaching and intervention, but the teacher has responsibility for the learning of all children.

### *The Simple View of Reading*



## Assessment Schedule

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> <li>• Reception Baseline Assessment (on entry)</li> <li>• Ongoing phonics assessments</li> <li>• Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing phonics assessments</li> <li>• Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing phonics assessments</li> <li>• Judgement of whether children have met Early Learning Goals within Word Reading and Comprehension as part of the EYFSP</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Ongoing phonics assessments</li> <li>• Phonics Screening Check</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing phonics assessments</li> <li>• Phonics Screening Check</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing phonics assessments</li> <li>• Statutory Phonics Screening Check</li> <li>• Reading Fluency Check</li> <li>• Use Curriculum Endpoints for Year 1 to judge comprehension elements of reading</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Reading Fluency and Comprehension Check</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency and Comprehension Check</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency and Comprehension Check</li> <li>• Retake Phonics Screening Checks for those who did not meet the standard in Year 1</li> <li>• Use Curriculum Endpoints for Year 2 to judge comprehension elements of reading</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• NFER Comprehension Test</li> <li>• SAT baseline</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• Practice SAT Reading Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• Practice SAT Reading Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Fluency Check</li> <li>• SAT Reading Paper</li> </ul>

## Home Reading

We expect children to read *at least* three times per week at home. The lowest 20%, children who do not read at home and those who are identified as at risk of not making their expected progress will be provided with additional reading opportunities with an adult in school.

	<u>Book Type</u>	<u>Rationale</u>
Reception & Year 1	Matched decodable book (previously learned sounds )	Revisiting previously learned sounds for practice and consolidation.
	Fiction/non-fiction books	A second book to be taken home, to be read to children at home by an adult in order to develop a love of reading and support growing vocabulary.
Developing Readers Y2 – Y6	Age related books/texts	These books develop children’s vocabulary and reading skills progressively, allowing children to build confidence and resilience. Assessment information is used to accurately determine the appropriate colour band. Once children are confident readers, a reading scheme may be demotivating and stifle interest and a love of reading for ‘real’ books; therefore staff will give careful consideration to each individual child when this transition arises.
	Library book/Leisure reading	An additional book selected by the child from the library, which can be read independently or with/by an adult, to further promote a love of reading and develop personal preferences.